

**Standards of Program Quality and Effectiveness,
Factors to Consider
and
Preconditions in the Evaluation of
Professional Teacher Preparation Programs for
Multiple and Single Subject Credentials
*With an Emphasis on Middle Level Preparation***



**Commission on Teacher Credentialing
1812 9th Street
Sacramento, CA 95814-7000
State of California**

Adopted December 8, 1989

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Commission on Teacher Credentialing

State of California

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Foreword

The quality of public education depends substantially on the performance of professional educators. Like all other states, California requires educators to hold credentials granted by the state in order to serve in the public schools. Each state, including California, establishes and enforces standards and requirements for earning credentials for public school service. These certification standards and requirements are among the ways in which states exercise their constitutional responsibility for governing public education.

The quality of professional performance depends heavily on the quality of initial preparation. Each state has a legitimate interest in the quality of training programs for professional educators. In each state, completion of a professional preparation program that has been approved by the state's certification agency is a legal requirement for earning a specific type of credential, including teaching. State legislatures adopt such requirements because they recognize the critical role of professional preparation in subsequent professional performance. If a state were to abandon its interest in the quality of professional preparation programs, it would implicitly suggest that competent performance does not depend on excellent preparation.

After a developmental process that took more than five years and involved more than one thousand professional educators, in November 1986 the Commission on Teacher Credentialing adopted the recommendations of the Commission staff on the redesign of the Commission's program approval and evaluation process. A complete description of the process of redesign can be found in the Commission document New Designs for Professional Preparation (October 1986).

The present report contains the following elements: the Standards of Program Quality and Effectiveness for Multiple and Single Subject Credential Programs *with an Emphasis on Middle Grades*; the factors that will be used to determine whether a particular standard is met; and the preconditions established by State law and Commission policy that must be met as a prerequisite to program approval. The Standards, Factors, and Preconditions for Multiple and Single Subjects Programs adopted by the Commission in November, 1986. *This document presents the modifications of these standards for programs that specialize in the preparation of teachers for early adolescents. These modifications are presented in italics for easy identification.* The Commission is grateful to the members of the profession who participated in the development of these standards.

Background

In September 1988, the Commission authorized the staff to convene an advisory panel "to explore the possibility of developing and implementing credential requirements authorizing service in middle grades." This document presents the product of the work of the Middle Level Advisory Panel and its recommendations for additional actions on the part of the Commission.

In October and November staff solicited nominations for membership on the Middle Level Advisory Panel. Nominations were solicited from the following sources, as well as county offices of education, and selected school districts.

Association of California School Administrators
Association of Independent California Colleges and Universities
California Federation of Teachers
California League of Middle Schools
California School Boards Association
California Teachers Association
Chancellor of the California State University System
Parent Teacher Association
President of the University of California
Superintendent of Public Instruction
Superintendents of Districts with Middle Schools
United Teachers of Los Angeles

Nearly 150 well-qualified individuals were nominated for the panel. The members were selected because of their understanding of the skills, knowledge, and experience necessary to teach in middle grade classrooms. A list of the Middle Level Advisory Panel Members may be found on page ii of this document. As with all Commission advisory panels, the members of the panel are representative of the geographical regions and cultural diversity of the State of California.

Prior to the establishment of the advisory panel, the Commission had addressed issues related to middle grades teacher preparation on two different occasions. The first was as part of Commission sponsored legislation concerning the appropriate assignment of credentialed teachers. Senate Bill 435 (Watson) of 1987 contained particular provisions specifically focused on the issues of subject matter preparation for middle schools that employ core classes, as well as self-contained and departmentalized classrooms.

On February 4, 1988, the Commission held an informal discussion on "Middle Schools: Issues Related to Professional Training and Licensure." The discussion was based on the report, Caught in the Middle: Education Reform for Young Adolescents in California Schools. Five speakers discussed the middle grades movement and the unique needs of middle grade teachers and students. At the end of the discussion the Commission requested that the staff continue to explore the area of middle grade training and certification and present policy recommendations to the Commission as soon as feasible.

The staff engaged in several discussions with leaders from junior high schools and middle schools in California. After these discussions, the staff decided to propose the exploration of specialized certification and the use of the advisory panel process to conduct this exploration.

The Advisory Panel met seven times between December 5, 1988, and September 18, 1989. One of the panel's tasks was to address the criteria established by the Commission for the establishment of a new or specialized credential. In the next section of this document each of the five criteria are listed along with a summary response for each.

The panel explored existing methods of preparing middle grades teachers. This investigation included reading *Preparing to Teach at the Middle Level* by McEwin and Alexander, participating in a discussion led by Dr. Linda Kramer on middle grades certification in other states, and a discussion of Caught in the Middle led by Mr. Charles Palmer, both of whom are members of the Panel.

Dr. Irvin Howard and Dr. Marvin Silverman each distributed materials and described the middle grades preparation programs at their universities (CSU, San Bernardino and San Francisco State University). Other materials that were distributed and became part of the deliberations included middle level preparation guidelines developed for the National Council for the Accreditation of Teacher Education (NCATE) and the National Middle Schools Association (NMSA). With this background information and based upon the expertise of each panel member, the panel reached the conclusions and recommendations that are contained in this document.

On December 8, 1989, the Commission approved the establishment of a Middle Level Emphasis Credential for Multiple Subject or Single Subject Credentials and adopted the standards that are included in this document. The standards became effective on the date of their adoption.

Commission Criteria for Establishing Specialized or New Credentials

Below are the five criteria set by the Commission for the adoption of any new credential. After each question is a response by the Commission's Middle Level Advisory Panel.

1. Are there clear, distinct knowledge, skills, and experiences unique to this credential area?

The panel found that there were nine distinct areas of skills, knowledge, and experience for middle level teachers. These nine areas are summarized on page xv. The panel also found that the curriculum standards needed to include areas such as core curriculum, interdisciplinary learning, and instruction in the curriculum-based advisory process. These are specific to middle grades and are printed in italics throughout this document.

2. Is there a specific knowledge base upon which the credential can be built?

At the end of this document is a bibliography of selected resources that were used to provide background and a knowledge base for the Advisory Panel's proposal. The body of literature on middle level education continues to grow and support the notion of specialized preparation of middle level educators.

3. Is there a need for persons with this credential, i.e., are jobs potentially available?

Schools with middle level configurations are the fastest growing educational organizations in both the United States and California. At a meeting of middle grades educators sponsored by the State Department of Education, virtually every middle level principal indicated a preference for candidates who had specialized middle level preparation.

4. Will the new credential add flexibility and employability to its holders?

The Commission's Advisory Panel deliberated on this issue extensively. The panel concluded that one key ingredient in the preparation of middle level educators was preparation in depth in two subject areas. Middle level classrooms require teachers who can teach in both core and departmentalized classrooms. Candidates who matriculate from programs with indepth preparation in two subject areas will be better able to meet the staffing patterns of middle schools. To substantiate this expectation, Panel Member Marvin Silverman reported that nearly all (90%) of the most recent cadre of candidates in the San Francisco State Middle Grades Certificate Program were hired. This compares quite favorably with the rate of hiring of all San Francisco State University credential candidates.

5. What will be the impact of the specialized preparation on persons already teaching in the grades or subject areas authorized by the new credential?

The Middle Level Emphasis Credential will not adversely affect teachers currently in middle level classrooms. The Emphasis Credential will not be required to teach in middle level schools, although it is expected that many administrators will give preference to applicants with the Emphasis Credential.

The Preparation of Teachers of Early Adolescents

Early Adolescence

The period of early adolescence is probably the most complex developmental period of any person's life. Adolescents are pulled and tugged in many directions by conflicting forces. They crave independence, but need continuing adult guidance and support. Their need for approval shifts from adults to their peers. They want to explore new areas because of their natural curiosity, but often will choose not to try new things because of their fear of failure, or even worse, fear that someone might laugh at them.

Adolescents must cope with their maturing bodies. The onset of puberty is the most rapid growth period in life except for infancy. Each day is like waking up with a new body. The awkwardness that stems from uneven physical growth, increased sexual awareness, and the maturation differences among peers often lead to extreme self-consciousness.

In this period, adolescents constantly seek definitions of their personal and social status. They become risk takers, but lack experience with and often the capacity to understand the consequences of their actions. Many have a sense of personal invulnerability. They have no sense that anything bad could happen to them as a result of their actions. The pressures to try "adult" behaviors are particularly strong. These concerns with identity, questions about where they fit in and a general impatience with life reflect an eagerness to get on with the process of growing up.

Early adolescence is a time of great potential for intellectual growth. The adolescent develops an increasing ability to understand abstract concepts based on a background of concrete experiences. With this background, the learning of basic skills gives way to making sense of the world, seeing the interrelatedness of topics and ideas, and making personal commitments to life-long learning.

Based on these complicated developmental factors, the adolescent wants the sense of belonging that the school can give, but also finds the school confining and controlling. It is, therefore, important that the topics of instruction become more interdisciplinary and more related to the individual student. The teacher's role changes too, to act as a facilitator so that students can construct knowledge. Part of the curriculum can include the adolescent's sense of civic responsibility and opportunities for service to others. In fact, the whole community can become a learning laboratory.

For teachers and parents alike, the emotional and social changes of early adolescence create the greatest challenges. The desire for more autonomy is particularly bothersome for adults. Many adults interpret the increased importance of the peer group as a sign that parents and other adults should disengage. Often this manifests itself by a decline in parental participation in a child's education.

Most parents recognize and support their adolescent's need for independence, but some parents believe that it is no longer necessary for them to be actively involved in their child's school activities. It is very important for parents to be included in the total community created by the middle level school, and they should be encouraged to do so. Some of the ways that a partnership between parents of early adolescents and the staff of middle level schools can be created include keeping parents informed, offering opportunities to support the learning process at home and school, and offering meaningful roles in school governance such as participation in school-site councils or other decision-making committees.

The task is to develop a school for adolescents that is transitional in nature. There must be a belief in the student's ability to learn and an expectation that learning will occur. Students must feel valued and have opportunities to explore, to inquire, to solve problems and to be productive. Learning must be active, based on the student's aptitudes, interests, and abilities. There must be opportunities for the learner to be self-reliant and to work with other students as peers. The school needs to have a caring atmosphere where students are guided to make satisfactory adjustments and considered choices. It is education's challenge to build on the adolescent's natural tendency to explore and capture their boundless energy to create a positive learning environment. This environment must be supportive rather than controlling.

The Middle Grades Experience

The Commission's Advisory Panel and the staff to the panel have reviewed many documents and the works of many prominent authors in the area of middle level and junior high education. A list of the works that have guided the work of the panel may be found at the end of this document. Three documents have provided major assistance to the panel members and their deliberations:

- Caught in the Middle - Educational Reform for Young Adolescents in California Public Schools, developed and published by the State Department of Education.
- A Draft Report by the National Middle Schools Association, Guidelines for the Preparation of Middle Level Teachers.
- Turning Points: Preparing American Youth for the 21st Century, Report of the Carnegie Council on Adolescent Development.

The panel agrees with and shares the philosophical underpinnings of these documents. Accordingly, the panel recommends that every middle level school have the following qualities and characteristics.

1. Use a common, comprehensive core curriculum which provides opportunities to explore literary and historical works and a variety of subjects through elective and exploratory classes. The core curriculum must be more than a convenient joining of topics. The pieces should logically fit, have continuity, and should match the overall mission of the school. The curriculum should be interdisciplinary, integrated, and thematic.

2. The middle level curriculum should employ active learning strategies. Writing, speaking, and listening are the cornerstones of instruction in all subjects. Since no one teaching strategy works for all students, teachers should use a repertoire of strategies. Problem-solving opportunities using the principles of discovery learning and inquiry should be employed.
3. The school must be a place where a student has a sense of belonging, and where emotional connections can be made. The faculty needs to be committed to the affirmation of each adolescent as an individual with unique needs, interests, and backgrounds. There must be opportunities for affirmation from teachers, from peers, and from the student as he/she becomes more self-reliant. The middle level school should provide opportunities for interaction with other early adolescents of various backgrounds, abilities, and aptitudes.
4. The culture of the school should include the following:
 - A clear mission and a sense of purpose and order.
 - A commitment to high standards based on high expectations and belief that all students can learn.
 - A program where students feel valued and know they are accountable for both their own academic excellence and personal behavior.
5. The middle grades experience is a time of change and transition. The middle level school should provide a gradual transition from the child-centered elementary school to the subject-centered high school.

The History of Middle Level Preparation

There have been many benchmarks in the development of the American public school movement. Included is the notion that the education of the nation's youth is a major responsibility of state government. The separation of high school from the elementary school was a fairly common notion throughout the history of American education, but the notion of the comprehensive high school where a full range of services such as general, vocational, college preparation, and life preparation became the norm in the twentieth century.

In the early twentieth century the concept of a school segment between the elementary and high school was introduced in the form of a junior high school. The junior high school movement grew steadily between 1920 and 1960. In 1920, 80 percent of high school graduates matriculated through a two tier system of elementary (8 years) and high school (4 years). By 1960, 80 percent had come through systems that had some kind of an intermediate unit (NMSA Guidelines, 1988). Junior high schools usually featured a 7-8 or 7-9 grade level configuration. Usually the formation of the junior high was determined by the need to accommodate overcrowding rather than by a particular philosophy. Relatively few teachers received specialized training as junior high teachers. Often the teachers who were assigned to teach in junior high schools did not choose that assignment and would have preferred to teach in high schools.

In the last twenty years, the middle school has come into being. Usually middle schools include grades 6, 7, and 8. By 1987, the middle grade was the most common type of configuration for intermediate level students in the United States. From 1970 to 1986, the number of students educated in middle grades had increased 160 percent (Alexander and McEwin, 1988). There are now more than 7 million students enrolled in middle level schools (NMSA Guidelines, 1988).

Many states have instituted special middle level certificate programs. By 1987, 28 states had special certification for middle level teachers (Alexander and McEwin, 1988). This compares with two states in 1968 (Pumerantz, 1969). In their draft of Middle Level Teacher Preparation Guidelines, the National Middle Schools Association made the following statement to stress the need for specialized certification.

The lack of a specialized license, with its accompanying prestige and employment opportunities, is a major factor creating the dearth of trained middle level teachers. Prospective teachers are unlikely to prepare for careers for which there is no license to practice, and altruism alone does not cause large numbers of middle level teachers to return to universities to enhance their skills and knowledge of middle level teaching. Mandatory middle level certification, on the other hand, causes reluctant teachers to secure additional certification or seek reassignment to other levels, encourages teacher preparation institutions to focus on providing specialized programs for the middle level, and provides a fully legitimate license for middle level teachers (NMSA Guidelines, 1988).

The types of specialized certification vary from state to state. In some states the middle level license authorizes service exclusively in the stipulated grades. In other states the middle level authorization is added as an endorsement on a regular credential.

The Middle Level Emphasis Credential

In 1989, the Commission's Middle Level Advisory Panel proposed to take a slightly different approach to the problem of specialized training and standards for teachers who will be prepared to work in middle level schools. Instead of having a Middle Level Credential for teachers in grades 6, 7, and 8, the panel recommended an emphasis program for these grades as part of a candidate's overall preparation in a basic teaching credential program. This preparation should emphasize particular skills, knowledge and experiences that are particularly appropriate to teaching students who are early adolescents.

The Commission previously approved two other types of emphasis programs--one for bilingual teachers and one for teachers of preschool through grade three. The comparison with the early childhood emphasis programs is particularly appropriate. Developmental psychologists argue that there are two most critical transitional phases in the educational life of a child. The first is as a child moves from the parent as the exclusive provider of education, to when society begins to take on a greater educative role. The Commission, as well as the education community, has deemed it necessary to provide teacher preparation specific for this critical transitional period (early childhood education). The second period when the greatest changes occur is when the child approaches and enters puberty. Physical, emotional, social, moral and intellectual changes begin happening, often all at the same time. Many adolescents are not able to cope with these wholesale changes alone; often neither are their families. The education of early adolescents is distinctly different from that of younger or older children. Therefore, this panel believes that specialized preparation emphasizing training that facilitates this transition is necessary.

There are some dangers in using words like "transition". Often, as we view adolescence, there is a tendency to dwell on this concept. It seems that the one sole purpose is to get a student on to the next level as though there is something wrong with where the early adolescent is now.

The Advisory Panel did not propose to preclude persons who hold Multiple or Single Subject Credentials from teaching in middle schools or junior high schools. Teachers with Multiple Subject or Single Subject Credentials could teach in grades 6, 7, and 8, if they possess the requisite subject matter knowledge as designated in Education Code Sections 44256 and 44258. Teachers who hold a credential with a middle grades emphasis would be authorized to teach in any classroom or organizational configuration in grades 6, 7, and 8. This would allow administrators of middle level schools additional assignment flexibility for persons who have the specialized training provided by the credential with a Middle Level Emphasis.

Although the possession of a Middle Level Emphasis Credential would not be required to teach in grades 6, 7, and 8 by state mandate, districts might choose to require this type of credential, or they may prefer to hire those who hold it because of the focused attention to these grades.

Standards for the Emphasis Credential

To accomplish the goals of the previous section, the Middle Level Advisory Panel recommended that the Commission establish a Middle Level Emphasis that may be attached to a Multiple or Single Subject Credential. This credential would allow candidates to be specially trained in the skills, knowledge, and experiences that make them better teachers of early adolescents. The Advisory Panel recommended that a middle grades preparation program must contain the following in addition to the requirements for all basic credential programs (standard number is in parenthesis).

- Admissions requirements for Middle Level Emphasis Programs include evidence of preparation in two or more disciplines. (7)
- Program information includes information about middle grades opportunities. (9)
- Each candidate demonstrates an understanding of education for early adolescence and is cognizant of the middle grades philosophy and history. (13)
- Candidates in a middle level program focus on the cognitive, physical, moral, and emotional development of early adolescents. (14)
- Candidates are oriented to the teacher advisory role and curriculum-based class advisory techniques. (15)
- Candidates demonstrate proficiency in at least two subject fields. (19)
- Middle level supervising teachers are effective in communicating an understanding of early adolescence to the student teacher. (20)
- Each candidate organizes a classroom environment which contributes to preparation of students to be active, responsible citizens. (27)
- Instruction in Middle Level Programs includes a full range of activities and responsibilities that reflect the diverse roles of a middle level teacher. (33)

The panel further recommended that the following factors be considered as programs are developed and as evaluation teams assess the quality of the programs.

- Coordination includes subject matter preparation programs. (1)
- The allocation of resources is consistent with regional accrediting board formulas. (3)
- Faculty in the Emphasis Program is well grounded in middle grades philosophy and curriculum, understand adolescent development and have middle level teaching experience. (4)
- Candidates are capable of teaching both in a core curriculum and single subjects through indepth preparation in at least two subject areas. (7)
- Candidates are informed of the importance of preparation in at least two broad interdisciplinary fields. (9)
- The program's curriculum should include instruction in skills and knowledge of organizational structures such as interdisciplinary learning, block time, and cross grade grouping. (12)
- Each candidate receives instruction in organizing a balanced and integrated middle level curriculum and learns how to adapt curriculum to the learning patterns of early adolescents. (12)

- Each candidate demonstrates an understanding of the similarities and differences between junior high and middle school structure and organization. (13)
- Each candidate demonstrates an understanding of child centered versus content centered methodologies. (13)
- Understanding of organizational structures that provide a transition from elementary schools to high schools. (13)
- Each candidate understands how student's values and attitudes affect their learning in a period where the peer group becomes increasingly important. (13)
- Each candidate understands curriculum-based advisory systems. (15)
- Each candidate knows principles and methods of formal and informal advising. (15)
- Each candidate understands the difference between teacher advisor and counselor roles. (15)
- Middle level candidates demonstrate proficiency in interdisciplinary instruction. (19)
- Middle grades candidates participate in a variety of instructional practices that characterize the skills necessary for typical middle level assignments. (22)
- Middle level candidates adapt instructional strategies to the styles of early adolescents. (25)
- Each middle level candidate utilizes activity-based instructional techniques. (25)
- Each middle level candidate models appropriate behavior such as discipline and social skills necessary for productive human interaction. (26)
- Each candidate establishes an environment which includes active participation in the analysis of pertinent issues. (27)
- Each middle level candidate establishes an environment which includes development of respect for self and others. (27)
- Each middle level candidate selects instructional materials that challenge students to reason and reflect, and to communicate their thoughts through writing and speaking. (30)
- Each middle level candidate participates in activities with parents such as conferences, workshops, and home learning programs. (33)

Other Panel Recommendations

In addition to developing Standards of Program Quality and Effectiveness for Middle Level Emphasis Programs, the Advisory Panel addressed many other issues concerning the preparation of teachers for early adolescents. Included in these were the appropriate assignment of teachers in grades 6, 7, and 8; preparation of administrators for middle level schools; and staff development opportunities for current middle level teachers. Below is a summary of the discussions of these three issues and the Middle Level Advisory Panel's recommendation on each.

The Administrator of the Program Evaluation unit, Robert Salley, gave the panel information about the provisions of SB 435 (Watson), including the special provisions for middle grades classrooms. He also explained the provisions of SB 1368 (Watson), which requires that the Commission study assignment practices in middle grades while suspending sanctions on districts that participate in the study. The panel indicated general agreement with the goals of the study. Some members of the panel expressed a concern that current statutes did not give sufficient flexibility for schools to conduct their elective or exploratory classes where individual teachers teach classes in special interest areas, such as photography. In many cases the instructor does not have sufficient university coursework to meet the assignment requirements. Mr. Salley suggested that this kind of concern was within the purview of the district Committee on Assignments which is authorized by SB 435.

The panel also was concerned with the preparation of administrators for middle level schools. They suggested that there should be specialized preparation for administrators of schools for young adolescents. The panel stressed that just as there are specialized needs for middle level teachers, there are unique skills, knowledge and experiences that administrators need to prepare them to work in middle level schools. The panel recommended that the Commission encourage institutions of higher education with Professional Administrative Services Credential Programs to develop a specialized preparation pattern for middle level administrators. The panel urged the Commission to study the feasibility of specialized preparation for middle level administrators as part of the first and second tier of credential programs.

The panel stressed the need to enhance the skills and knowledge of experienced teachers who are teaching in middle level grades or who would like to teach early adolescents. They proposed that this might be accomplished in three ways. First, the State Department of Education and local school districts should develop staff development programs especially to enhance skills and knowledge of middle level teachers. Second, the Commission on Teacher Credentialing should encourage holders of Professional Clear Credentials to include activities related to middle level instruction in their professional development plans. Finally, the Commission should explore the possibility of middle level specialized preparation for persons who are fully credentialed. This could take the form of a Specialist Credential similar to the Bilingual Specialist or Early Childhood Specialist Credentials.

The panel also recommended that the Commission investigate alternative methods of subject matter preparation for middle level teachers. The standards for Middle Level Emphasis Programs present three possible ways to verify subject matter competence (Standard 7). The Middle Level Advisory Panel suggested that there may be ways to prepare middle level teachers in the subject areas that blend the depth of single subject preparation and the breadth of multiple subject preparation. The panel also recommended that at some date in the future the Commission explore the feasibility of developing examinations or other assessment devices to measure the subject matter and pedagogical competence of middle level teachers.

The panel also recommended that the Commission investigate the possibility that at some date in the future, teachers assigned to middle level classrooms must possess a credential that has a middle level authorization. Specific middle level certification should not be required until a study by the Commission has determined that mandatory middle level certification is necessary for optimal instruction of middle level students.

Plan for Implementation of the Middle Level Emphasis Credential

Institutions of higher education may submit for Commission approval Multiple or Single Subject Credential Programs with a Middle Level Emphasis after December 8, 1989. The program document submitted for approval should contain the following.

- A narrative response to each Precondition (pp. 38-41).
- A narrative response to each Middle Level Emphasis Standard.

Institutions of higher education may want to include charts, matrixes, and other graphic displays that will assist the Commission at the time of initial approval and the program evaluation teams when the program is subsequently evaluated. When the Middle Level Emphasis Program corresponds with previously approved Multiple or Single Subject Programs, the institution may repeat its earlier response to a precondition or a standard in the Middle Level Program Document. However, the Middle Level Program Document should be a complete self-contained document, and the Commission should not be expected to reference already existing documents.

Middle Level Emphasis programs may also be developed as Internship Programs or as Experimental or Alternative Programs of Teacher Preparation. If an institution of higher education chooses to develop such a program, the appropriate Commission Manual should be consulted, i.e., *Standards of Program Quality and Effectiveness, Factors to Consider and Preconditions for the Evaluation of Multiple or Single Subject Teacher Education Programs with an Internship* (CTC 1989); and *Experimental and Alternative Programs of Collegiate Preparation for California Teachers and Other Educators* (CTC 1989).

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Factors to Consider in the Evaluation of
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December 8, 1989**

Definitions of Key Terms

(Items that relate specifically to Middle Level Emphasis Programs are in italics.)

Standard

A "standard" is a statement of program quality that must be fulfilled for initial approval or continued approval of a professional preparation program by the Commission. The Commission determines whether a program satisfies a standard on the basis of a consideration by an evaluation team of all available information related to the standard.

Factors to Consider

"Factors to Consider" guide evaluation teams in determining the quality of a program's response to each standard. Within the scope of a standard, each factor defines a dimension along which programs vary in quality. To enable an evaluation team to understand a program fully, a college or university may identify additional quality factors, and may show how the program fulfills these added indicators of quality. In determining whether a program fulfills a given standard, the Commission expects the team to consider, in conjunction with each other, all of the quality factors related to that standard. In considering the several quality factors for a standard, excellence on one factor compensates for less attention to another indicator by the institution.

Daily and Full-Time Student Teaching Responsibilities

In the Standards and Factors to Consider, the term "daily teaching responsibilities" refers to the extended period of time during student teaching when a candidate assumes primary responsibility for teaching one or more classes of students on consecutive school days. "Full-time teaching responsibilities" means that a student teacher assumes the range of academic responsibilities that the candidate's supervising teachers normally assume on a given day.

Middle Grades *means instruction to students in grades 6, 7, and 8.*

Middle Level Preparation *includes instruction and experiences in those areas that characterize optimal preparation for teachers of early adolescents.*

Emphasis Programs *are programs that give candidates specialized and focused preparation to instruct a particular group of students while still giving attention to the candidates' preparation to teach in all grades and subjects authorized by a credential.*

Core Curriculum

*The "core curriculum" represents a set of learning experiences in selected subjects--defined by local districts with the guidance of the California State Department of Education--which provides students with access to knowledge, skills and, values that all educated citizens should possess. This foundation of learning forms the basis of reasoned decisions and actions by individuals living together in a multicultural society. The core curriculum stresses cultural literacy, scientific literacy, knowledge of the humanities, and appreciation for the basic values which sustain our nation. The core curriculum specifically includes the opportunity for students to develop proficiency in reading, writing, speaking, and listening as they simultaneously acquire content knowledge. Literacy skills are systematically and continuously reinforced in all areas of the core curriculum at every grade level. The core curriculum is designed to maintain the future academic and career options of students and to prepare them to exercise their personal, civic, and economic rights and responsibilities as adults.**

* State Department of Education, 1989

ITEMS THAT RELATE SPECIFICALLY TO MIDDLE LEVEL PROGRAMS ARE IN ITALICS.

Category I

Institutional Resources and Coordination

Standard 1

Program Design, Rationale and Coordination

Each *middle level* program of professional preparation is coordinated effectively in accordance with a cohesive design that has a cogent rationale.

Rationale

To be well prepared as teachers, candidates need to experience programs that are designed cohesively on the basis of a rationale that makes sense, and that are coordinated effectively in keeping with their intended designs. *Middle Level Emphasis Programs should be designed so that subject matter preparation and professional preparation are coordinated to prepare candidates to meet the academic needs of middle level schools.*

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- The program has an organizational structure that forms a logical sequence among the instructional components of teacher education, such as subject matter preparation, pedagogical instruction, early field experiences, and student teaching, and that provides for coordination of the administrative components of the program, such as admission, advisement, candidate assessment, and program evaluation.
- There is effective coordination between the program's faculty and staff, between the education unit and other academic departments including subject matter waiver programs on campus, and between the institution and local districts and schools where candidates pursue field experiences.
- The overall design of the program is consistent with a stated rationale that has a sound theoretical and scholarly basis, and is relevant to the contemporary conditions of schooling (such as recent demographic changes).
- The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 2

Institutional Attention to the Program

The institution gives ongoing attention to the effective operation of each program, and resolves each program's administrative needs promptly.

Rationale

The quality and effectiveness of a program depends in part on the attentiveness of institutional authorities to the program's governance, effectiveness, and needs which can suffer from institutional neglect.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Administrators of the institution support the goals and purposes of the program, the program coordinator is included in appropriate institutional decision-making bodies, and the actual administrative needs of the program are resolved promptly.
- The institution has effective procedures to quickly resolve grievances and appeals by faculty, students, and staff.
- The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 3

Resources Allocated to the Program

The institution annually allocates sufficient resources to enable each program to fulfill the Standards in Categories I through V.

Rationale

A program's resources affect its quality and effectiveness. If resources are insufficient, it is neither realistic nor reasonable to expect its staff or students to achieve high standards of quality or competence.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Adequate personnel resources are equitably provided to staff the program, including sufficient numbers of positions (including permanent positions) for instructional faculty and field supervisors to maintain an effective program.
- The program's faculty, staff, and candidates have access to appropriate buildings, classrooms, offices, study areas, furniture, equipment, library services, and instructional materials.
- The allocation of resources to the approved program shall be consistent with the formulas of regional and national accrediting boards.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 4

Qualifications of Faculty

Qualified persons teach all courses and supervise all field experiences in each program of professional preparation.

Rationale

The qualifications of a course instructor or field supervisor may assume many forms, and be derived from diverse sources. For candidates to have legitimate learning opportunities, courses and field experiences must be taught and supervised by qualified persons.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each faculty member who teaches courses or supervises field experiences in the program has an appropriate background of advanced study and professional experience that are directly related to his/her assignment(s) in the program.
- *In Middle Level Emphasis Programs the faculty is well grounded in middle level philosophy, curriculum and instruction; has an understanding of early adolescent development; and has middle level teaching experience.*
- Each faculty member who teaches courses or supervises field experiences in the program has current knowledge of schools and classrooms that reflect the cultural diversity of society.
- The program has effective affirmative action procedures with established recruitment policies and goals to ensure the equitable hiring of faculty.
- *The program utilizes practicing teachers as instructors, guest lecturers, and demonstration teachers.*
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 5

Faculty Evaluation and Development

The institution evaluates regularly the quality of courses and field experiences in each program, contributes to faculty development, recognizes and rewards outstanding teaching in the program, and retains in the program only those instructors and supervisors who are consistently effective.

Rationale

For a program to achieve and maintain high levels of quality and effectiveness, courses and field experiences must be assessed periodically, instructors and supervisors must develop professionally, excellent teaching must be recognized and rewarded, and effective instructors and supervisors must be identified and retained in the program.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- The institution evaluates all courses and field experiences at regular intervals of time, including surveys of candidates.
- Faculty members use evaluations to improve instruction in the program, and have access to adequate resources for their professional development, including resources to support research, curriculum study, and program development.
- The institution recognizes excellence as a teacher, supervisor, and/or advisor in appointing and promoting faculty members who serve in the program.
- The institution follows an equitable procedure for the identification of effective and ineffective course instructors and field supervisors, and removes from the program each instructor and supervisor who has been persistently ineffective.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 6

Program Evaluation and Development

The institution operates a comprehensive, ongoing system of program evaluation and development that involves program participants and local practitioners, and that leads to substantive improvements in each program. The institution provides opportunities for meaningful involvement by diverse community members in program evaluation and development decisions.

Rationale

To achieve high quality and full effectiveness, a program must be evaluated comprehensively and continually by its sponsor and clients. Developmental efforts and substantive improvements must be based on these systematic evaluations.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- The institution evaluates the program systematically on the basis of criteria that are related to the design, rationale, goals and objectives of the program, and to the competence and performance criteria that are used to assess candidates in the program.
- The institution collects information about the program's strengths, weaknesses and needed improvements from all participants in the program, including course instructors, field supervisors, the principals of training schools, cooperating teachers, the employers of recent graduates, and each cohort of candidates during their enrollment and following their completion of the program.
- Improvements in all components of the program are based on the results of program evaluation, the implications of new knowledge about teaching and schooling, and the identified needs of schools and districts in the local service region.
- The opportunities for community involvement in program evaluation and development are meaningful and substantive.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Category II

Admission and Student Services

Standard 7

Admission of Candidates: Academic Qualifications

As a group, candidates admitted into the program each year have attained the median or higher in an appropriate comparison population on one or more indicators of academic achievement selected by the institution. *In middle level programs each candidate has academic preparation in two or more subjects at a level equivalent to a supplementary authorization that may be joined in a core curriculum.*

Rationale

The academic qualifications of credential candidates influence the quality and effectiveness of the program and (eventually) the profession, so each cohort of candidates must be in the upper half of an appropriate comparison group on one or more indicators of academic achievement. *Middle level schools require teachers who can teach both in core classes and departmentalized classrooms. Candidates should be prepared in at least two subject areas to assure that middle level schools can be properly staffed.*

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- The institution uses multiple measures to define academic achievement.
- The institution has defined carefully an appropriate comparison group, computed their median level of attainment on each academic achievement indicator, and attended to the attainments of each annual cohort of admitted candidates on each indicator.
- Each annual cohort of admitted candidates has consistently attained the median or higher (in the comparison population) on each selected indicator of academic achievement.
- The program's recruitment and admission policies and practices reflect a commitment to achieve a balanced representation of the population by gender, race, ethnicity, and handicapping conditions.
- *The program assures that each candidate is competent to teach at least two core subjects and certain departmentalized subjects in middle level classrooms through the possession of a depth of subject knowledge in at least two areas. Included in the possible ways that this can be accomplished are eligibility for supplementary authorizations, two areas of concentration (multiple subjects), passage of subject examinations, and other ways developed by institutions.*
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 8

Admission of Candidates: Preprofessional Qualifications

Before admitting candidates into the program, the institution determines that each individual has personal qualities and preprofessional experiences that suggest a strong potential for professional success and effectiveness as a teacher.

Rationale

Academic qualifications are not sufficient factors for program admissions because of the uniquely human character of teaching. Each prospective teacher must also bring appropriate personal characteristics and experiences to the program so the program can build on human qualities that are essential for effective teaching.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- The institution uses multiple procedures for determining each applicant's personal qualities and preprofessional qualifications, for example, personal interviews with candidates and written evaluations of candidates' preprofessional experiences with children and youth.
- *Middle level candidates have preprofessional experiences with early adolescents.*
- The program's admissions criteria consider the candidates' sensitivity to (and interest in) the needs of children and youth, with special consideration for sensitivity to boys and girls from diverse ethnic, cultural, and socio-economic backgrounds.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 9

Availability of Program Information

The institution orients potential candidates, including undergraduates and postbaccalaureate students, to teaching opportunities that are available in the middle grades as well as elementary and secondary grades. The institution informs each candidate in the program about (a) all requirements, standards, and procedures that affect candidates' progress toward certification; and (b) all individuals, committees, and offices that are responsible for operating each program component.

Rationale

To make adequate progress toward professional competence and certification, candidates must receive information about the applicable policies and requirements. *Middle level students can be well served by a variety of teachers, including those making career changes. Information should be made available to potential candidates through as many sources as possible at all stages of preparation.*

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- *The institution makes information available to undergraduate students and other potential candidates of the importance of being prepared in at least two appropriate fields of academic concentration so candidates will qualify to teach in interdisciplinary block time, core, and departmentalized settings.*
- Each candidate is informed in writing, early in the program about: (1) the program's prerequisites and goals; (2) program coursework and fieldwork requirements; (3) the legal requirements for teacher certification; and (4) specific standards and deadlines for making satisfactory progress in the program.
- Each candidate is informed in writing, early in the program, about: (1) advisement services, assessment criteria and candidate appeal procedures; (2) individuals who are responsible for program coordination and advisement, and assessment of candidates; and (3) individuals who are responsible for administering student financial aid programs on campus.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 10

Candidate Advisement and Placement

Qualified members of the institution's staff are assigned and available to advise candidates about their academic, professional, and personal development as the need arises, and to assist in their professional placement.

Rationale

Once an educational institution admits a candidate to a professional program, it has an obligation to provide for his or her academic, professional, and personal development as the need arises.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Student services, including academic advisement, professional assessment, personal counseling, and career placement services, are provided by qualified individuals (including faculty members of appropriate academic departments) who are assigned those responsibilities and who are sensitive, competent and readily available when candidates need them.
- The institution provides advice regarding the realities and opportunities for entry into different areas of professional service, and assists each candidate in the pursuit of employment upon completion of the program.
- Student counseling, advisement, assessment, and career planning and placement services are provided equitably to all candidates in the program.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 11

Candidate Assistance and Retention

The institution identifies and assists candidates who need academic, professional, or personal assistance. The institution retains only those candidates who are suited to enter the teaching profession and who are likely to attain the Standards of Candidate Competence and Performance in Category V.

Rationale

An institution that prepares teachers has an obligation to *build a support system that will assist and retain* promising candidates who experience difficulties during professional preparation. Conversely, the institution has an obligation to public schools to dismiss candidates who are unsuited to be teachers.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- The institution provides special opportunities for students who need academic, professional or personal assistance, provides information to all candidates about these opportunities, consults with candidates about the nature of the necessary assistance, and provides legitimate opportunities for candidates to comment prior to taking adverse actions against them.
- The institution reviews each candidate's competence at designated checkpoints, informs candidates of their strengths and weaknesses, provides opportunities for corrective learning, places marginal candidates on probation, dismisses candidates who are determined to be unsuited to be teachers, and considers candidate appeals.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Category III

Curriculum

Standard 12

Preparation for Student Teaching Responsibilities

Prior to assuming daily student teaching responsibilities, each candidate in the program has adequate opportunities to acquire knowledge and skills that underlie the Standards of Competence and Performance in Category V. The program offers adequate opportunities to learn knowledge and skills that are pertinent to Standards 23 through 32 as they relate to the teaching of (a) subjects to be authorized by the credential, and (b) communication skills including reading.

Rationale

Before candidates assume daily student teaching responsibilities they must have adequate opportunities to learn knowledge and skills that underlie professional competence so they can serve their middle grade students responsibly. Both the climate for learning and content are important in middle level schools. The curriculum increases the fund of knowledge that middle grades students possess, and promotes continual development of basic skills needed to acquire that knowledge.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- The required sequence of professional education courses and field experiences prior to daily student teaching responsibilities address all of the Standards of Competence and Performance in Category V, and include evaluation criteria that are directly related to knowledge and skills which candidates are expected to attain in the program.
- Each candidate is informed, at each phase of the program, of the level of expected mastery of (a) generic pedagogical knowledge and skills, (b) subject-specific knowledge and skills, and (c) skills for the teaching of oral, written, and nonverbal communication.
- The required sequence of professional education coursework utilizes and models effective techniques for teaching knowledge, concepts, skills, and values.
- The professional coursework includes teaching strategies that promote equal learning opportunities in the classroom, including effective approaches to teaching students who are culturally, ethnically, and socio-economically diverse.

- *Each candidate in a Middle Level Emphasis Program acquires skills and knowledge in the application of instructional strategies that are appropriate for middle level learners (such as interdisciplinary teaming, cross-graded grouping, and individualized learning).*
- Each candidate understands interrelations among various fields of knowledge and can adapt curriculum to the learning patterns of each student.
- *Each candidate understands middle level curriculum which includes knowledge of appropriate student outcomes, and exploratory and enrichment experiences.*
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 13

Development of Professional Perspectives

Prior to or during the program, each candidate studies essential themes, concepts, and skills related to the subject(s) to be taught, including knowledge of the history and traditions of the field, its role in the curriculum of public education, and ethical issues embedded in it. Each candidate develops a professional perspective by examining contemporary schooling policies and teaching practices in relation to fundamental issues, theories, and research in education. *Each middle level candidate understands the philosophy that has guided the mission and historical development of middle level education.*

Rationale

In order to become fully professional, prospective teachers must begin to develop philosophical and methodological perspectives that are based on consideration of fundamental issues, theories, and research. *To acquire skills that are important in middle level teaching, prospective teachers must develop a sense of the philosophy which makes the middle school a unique and transitional phase of schooling.*

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- *Each candidate demonstrates an understanding of philosophies and theories of middle grades education.*
- *Each candidate demonstrates an understanding of similarities and differences among organizational plans which serve middle level students, including, but not limited to junior high and middle schools.*
- *Each candidate demonstrates an understanding of the concept that middle level education should balance the implementation of child-centered and content-centered methodologies.*
- *Each candidate demonstrates an understanding of organizational structures that provide transitions from elementary to secondary schools, such as, interdisciplinary teaming and cross-graded grouping. Each candidate's preparation includes intensive study of pedagogical approaches and materials for teaching the subject(s) to be authorized by his or her credential, such as state curriculum documents, and the curricular recommendations of professional associations in education.*

- Each candidate explores the works of major educational theorists, reviews research on effective teaching practices, and examines the use of those practices among students of differing gender, ethnicity, and handicapping conditions.
- Professional education coursework provides historical, legal, social, political, and economic perspectives on the role of education and schools in society.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 14

Orientation to Human Development and Equity

Prior to or during the program, each candidate is oriented to common traits and individual differences that characterize children and adolescents during several periods of development. *Candidates in a middle level program focus on the cognitive, physical, moral, and emotional development of early adolescents.* Each candidate examines principles of educational equity and analyzes the implementation of those principles in curriculum content and instructional practices.

Rationale

To be well prepared to assume daily teaching responsibilities, candidates must be acquainted with common traits and individual differences because they will be licensed to teach students at several stages of development. Candidates also need to be familiar with instructional practices that promote equity among students of different ethnicity, gender, socioeconomic status, and handicapping conditions.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate explores perspectives on child, *preadolescent*, and adolescent development, and acquires knowledge of the cognitive, physical, social and emotional characteristics of children, *preadolescents*, and adolescents at different stages of development.
- Each candidate examines theories of human learning and cognition, and studies ways to identify students' preferred learning modes or styles.
- Each candidate studies classroom practices and instructional materials that promote educational equity, and can identify those that undermine equity among students of different ethnicity, gender, socio-economic status, and handicapping conditions.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 15

Preparation for Teacher/Advisor Role

Each candidate is prepared to serve in the role of middle level teacher/advisor and to conduct advisor/advisee programs. Each candidate studies ways in which teachers can assist students through curriculum-based advisement as well as through formal and informal contacts with individuals and small groups.

Rationale

Achieving fullest human potential for middle school students means, at least, learning to learn, learning how to be successful in school, growing in ability to make ethical and moral judgments which will contribute to development of adult character, understanding academic options and exercising those options in middle school and in high school. The teacher, as advisor, is a crucial influence in assisting students' progress toward their fullest potential.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- *Each candidate studies the crucial role of student values and attitudes in achieving success in and out of school.*
- *Each candidate knows the content and methods of curriculum-based class advisory programs.*
- *Each candidate knows the principles and methods of informal, one-on-one advising.*
- *Each candidate understands the differences between teacher/advisor and counselor roles.*
- *The program meets other factors related to this standard of quality brought to the attention of the team by the institution.*

Standard 16

Preparation for Multicultural Education

Prior to or during the program, each candidate engages in multicultural study and experience, including study of second language acquisition and experience with successful approaches to the education of linguistically different students.

Rationale

California's population is multicultural and multilingual. Each public school teacher must be prepared effectively to educate students who are culturally and linguistically diverse.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- The prerequisites for program admission and/or the required sequence of professional education courses includes consideration of cultural diversity, study and discussion of the historical and cultural traditions of the major cultural groups in California society, and examination of effective ways to include cultural traditions and community values in the instructional program of a classroom.
- Each candidate experiences a variety of culturally different schools and classrooms prior to or during enrollment in the program.
- Each candidate examines principles of second language acquisition, and learns to use language teaching strategies and curriculum materials effectively in the education of students whose primary language is other than English.
- Each candidate has an opportunity in the program to examine and evaluate his or her own attitudes towards people of different cultural socio-economic groups.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Category IV

Field Experiences

Standard 17

Collaboration with Local Educators

The institution collaborates with local school administrators and teachers in the selection of excellent training schools and supervising teachers, and in the placement of candidates in appropriate field settings.

Rationale

The selection of training schools and teachers, and the placement of candidates in schools and classrooms, strongly affect the quality and effectiveness of field experiences in a professional preparation program. Those selections and placements are most likely to be appropriate and valuable when they are made in the context of a cooperative relationship between the institution and local school administrators and teachers.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- An effective and ongoing system of communication and collaboration exists between the institution and local districts, and school sites where candidates are placed for their field experiences.
- The institution, in consultation with local administrators and teachers, has clear, explicit criteria for the selection of schools, and seeks to place candidates in self-renewing schools in which the curriculum and the staff develop continually.
- The institution periodically reviews the suitability and quality of all field-placement sites, reviews each candidate's student teaching placement, and assures that candidates are assigned or reassigned to appropriate supervising teachers.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 18

Field Experience Prior to Student Teaching

Before assuming daily student teaching responsibilities, each candidate in the program has one or more supervised field experiences *at the middle level* that (a) relate to the candidate's professional goals, (b) provide opportunities to interrelate theories and practices, (c) prepare the candidate for daily teaching responsibilities, and (d) enable the program staff to determine when the candidate is ready for daily teaching duties.

Rationale

Individualized field experiences enable candidate to comprehend the principles and practices presented in their courses, and enable the institution to determine when candidates are ready to begin daily supervised teaching.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate's supervised field experiences include a planned sequence of activities that (a) illuminate and add meaning to the educational theories and pedagogical principles that are taught in the program coursework; and which (b) candidates analyze and evaluate on the basis of these principles and theories.
- Each candidate observes master teachers, has a variety of field experiences with different teaching arrangements in varied school settings, and receives prompt feedback, and guided practice with the college supervisor and/or supervising teacher.
- Each candidate is assessed for his or her readiness to assume daily teaching responsibilities, and receives corrective instruction, when necessary, prior to assuming these responsibilities.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 19

Advancement to Daily Student Teaching Responsibilities

In each program, advancement to daily student teaching responsibilities is limited to candidates who are ready for such responsibilities, have demonstrated proficiency at basic academic skills, and have either (a) attained the Commission's standard for advancement on the relevant subject matter examination approved by the Commission or (b) completed at least four-fifths of a program of subject matter preparation that waives this examination. *Each middle level candidate demonstrates proficiency in at least two fields of academic concentration.*

Rationale

Daily teaching responsibilities should be assigned to qualified candidates who are professionally ready, proficient at basic academic skills, and knowledgeable about the subject(s) to be taught.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- There is a systematic process of documentation that verifies that each candidate has met all requirements for advancement to daily teaching responsibilities.
- Each candidate's readiness for advancement to daily teaching responsibilities is verified by the institutional supervisor and classroom teacher who observed his or her field experiences, and by the academic department in the subject which the candidate is to teach.
- *Each middle level candidate demonstrates proficiency in interdisciplinary instruction.*
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 20

Qualifications and Recognition of Supervising Teachers

Each classroom teacher who supervises one or more student teachers is (a) certified and experienced in teaching the subject(s) of the class; (b) *effective in communicating an understanding of early adolescents to student teachers*; (c) trained in supervision and oriented to the supervisory role; and (d) appropriately evaluated, recognized, and rewarded by the institution.

Rationale

Supervising teachers are significant sources of professional training for credential candidates so they must be well qualified, oriented, trained, and recognized.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Teachers who supervise candidates' field experiences have had academic preparation and successful experience in teaching appropriate curriculum subject(s) and student age groups, and has remained current with changes in the profession and the student population.
- Each supervising teacher demonstrates skills in observation and coaching techniques and in ways of fostering learning in adults successfully.
- The institution recognizes and rewards supervising teachers for their services, through incentives such as tuition credits, conference attendance allowances, or instructional materials.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 21

Guidance, Assistance and Feedback

Throughout the course of student teaching, each candidate's performance is guided, assisted, and evaluated in relation to each standard in Category V by at least one supervising teacher and at least one institutional supervisor who provide complete, accurate, and timely feedback to the candidate.

Rationale

Candidates can reasonably be expected to attain competence only if their performances are guided, assisted, and evaluated in relation to standards of competence, and only if they receive complete, accurate, and timely information about their progress toward competence.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Guidance, assistance, and feedback encompass all of the standards in Category V, and occur when each candidate's needs arise throughout student teaching.
- The support and assessment of each candidate is coordinated effectively between the candidate's supervising teacher(s) and institutional supervisor(s).
- The information given to each student teacher about his or her performance accurately and fully describes the candidate's strengths and weaknesses and provides constructive suggestions for improvement.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 22

Readiness for Diverse Responsibilities

Each candidate teaches students of diverse ages and abilities, and assumes other responsibilities of full-time teachers. The institution provides a well developed rationale for the sequence of field experiences. Each candidate has at least one field experience in a public school. *Candidates in Middle Level Emphasis Programs participate in a full range of school activities and responsibilities that reflect the diverse roles of the middle level teacher.*

Rationale

Most holders of Multiple Subjects Credentials teach in kindergartens and grades one through six. Most holders of Single Subject Credentials teach in grades seven through twelve. *Candidates with Single or Multiple Subject Credentials may accept authorized assignments in middle level schools.* Candidates cannot become qualified to teach a range of grade levels if their preparation occurs among students of a single age or ability level. Furthermore, each candidate must be prepared for the rigors of full-time teaching in the public schools. *Candidates who intend to teach in middle level schools should have a substantial amount of their field experience with early adolescents.*

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- *Each middle level candidate completes at least one teaching experience with middle level students and at least one experience at another broad level of schooling. One of the experiences is in a public school.*
- The institution presents a description of the field experience options that are available and how these options correspond to the organizational structure and curriculum of the program.
- Each candidate completes a graduated series of field experiences that conclude with full-day teaching responsibilities.
- *Middle level candidates participate in the variety of curricular, instructional, and other practices that characterize optimal middle level education (e.g., core, interdisciplinary learning, exploratory, and elective classes, community service, intramural sports, curriculum-based advisement), and they effectively fulfill the other typical responsibilities of teachers.*
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Category V

Candidate Competence and Performance

Implementation Plan for the Standards in Category V

The Standards in Category V (on the following pages) define the levels of pedagogical competence and performance that the Commission expects candidates to attain as a condition for earning credentials as *middle level* teachers. The Commission expects institutions to verify each candidate's attainment of the Standards in Category V prior to recommending the candidate for a teaching credential. The care with which institutions fulfill this expectation is the subject of Standard 34.

The Commission expects program evaluation teams to determine whether programs satisfy Standard 34 on the basis of all available information. The institution of higher education should document how it verifies the competence of each candidate for Standards 23-33 in Standard 34.

The Commission does not expect program evaluation teams to determine independently whether every candidate that has been recommended for certification has achieved Standards 23-33. The teams are expected to collect information about the attainment of each Competence and Performance Standard by a sample of recent graduates and supervisors. To compile this information, teams will interview supervising teachers, institutional supervisors, recent graduates of programs, and the employers and supervisors of recent graduates. To reach a consensus on whether a program satisfies a Category V Standard, the team must consider all of the available evidence regarding the extent to which the sample of recent graduates did, in fact, realize that Competence and Performance Standard prior to being recommended for credentials. The team will also consider the available information related to Standard 34, but should determine the program's quality in relation to Standards 23 through 33 independently of its judgment regarding Standard 34.

All aspects of this implementation plan for the Standards in Category V were adopted by the Commission on November 7, 1986, when the Commission also adopted the five Categories of Standards.

Category V

Candidate Competence and Performance

Standard 23

Student Rapport and Classroom Environment

Each candidate establishes and sustains a level of student rapport and a classroom environment that promotes learning and equity, and that fosters mutual respect among the persons in a class.

Rationale

To realize their educational goals and potential, children and adolescents must feel respected in the school environment. Each prospective teacher must, therefore, learn to establish and maintain respectful relationships with students, and a classroom environment that fosters learning and respect.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate establishes a positive rapport with students in a variety of appropriate ways, such as the use of verbal and nonverbal communication.
- Each candidate establishes a productive learning environment that includes clearly-stated expectations regarding student conduct.
- Each candidate communicates and interacts respectfully with all students in a class, and reinforces respectful interactions among the students in the class.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 24

Curricular and Instructional Planning Skills

Each candidate prepares at least one unit plan and several lesson plans that include goals, objectives, strategies, activities, materials, and assessment plans that are well defined and coordinated with each other.

Rationale

Instruction that is carefully and skillfully prepared is likely to be more effective than that which is not; prospective teachers must, therefore, acquire instructional planning skills.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate writes several clearly-stated lesson plans in which the instructional objectives, teaching strategies, classroom materials, and assessment plans are coordinated and consistent with each other.
- Each candidate plans a unit of instruction with clearly-stated goals, consisting of a series of lessons in which at least one concept, skill, or topic is taught fully and sequenced effectively.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 25

Diverse and Appropriate Teaching

Each candidate prepares and uses instructional strategies, activities, and materials that are appropriate for students with diverse needs, interests, and learning styles.

Rationale

A teacher's strategies, techniques, and materials should facilitate students' efforts to learn the subjects of instruction.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate plans and uses instructional strategies, activities, and materials that build on student's prior learnings *and developmental characteristics*.
- Each candidate selects and uses instructional strategies, activities, and materials that appeal to and challenge the diverse interests of the students in a class.
- *Middle level candidates use a variety of active learning strategies to meet the needs of early adolescents.*
- Each candidate prepares and uses strategies, activities, and materials that exploit several appropriate styles of learning.
- Each candidate utilizes strategies, techniques, and materials that are free of bias and that foster learning among diverse students.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 26

Student Motivation, Involvement and Conduct

Each candidate motivates and sustains student interest, involvement, and appropriate conduct equitably during a variety of class activities.

Rationale

Student motivation, involvement, and appropriate conduct are essential prerequisites for learning. Prospective teachers must be prepared to stimulate students' interest and involvement in varied activities, while maintaining appropriate student conduct.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate motivates student interests in several ways, such as the selection of stimulating classroom activities and the appropriate use of reinforcement and feedback.
- Each candidate encourages all students to excel and promotes involvement by students from different gender and ethnic groups, and with different handicapping conditions, in all classroom activities.
- Each candidate manages and responds to student conduct effectively in a variety of classroom activities, including individual, small-group, and whole-class activities.
- *Each middle level candidate models appropriate behavior such as self-discipline, and social skills necessary for productive human interaction.*
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 27

Student Citizenship

Each candidate organizes and maintains a classroom environment which contributes to the preparation of each student for participation as an active, responsible citizen in local, regional, national, and world societies.

Rationale

In order for our democratic institutions to survive and remain vital, our children and youth must develop the abilities and attitudes which will cause them as adults to actively carry out their roles as responsible and thoughtful citizens.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- ***Each candidate establishes an environment which encourages active participation in learning rather than passive acceptance of knowledge. This includes the critical analysis of pertinent issues.***
- ***Each candidate establishes an environment which fosters the development in students of a respect for themselves, their peers, and humankind in general. This includes respect for individuals of different gender, race, ethnicity, and handicapping conditions.***
- ***When appropriate, each candidate promotes and causes a critical understanding of those guiding principles of humankind.***
- ***The program meets other factors related to this standard of quality brought to the attention of the team by the institution.***

Standard 28

Presentation Skills

Each candidate communicates effectively by presenting ideas and instructions clearly and meaningfully to students.

Rationale

If a candidate's future students are to have adequate opportunities to learn, he or she must be able to communicate clearly and meaningfully the material they are to learn.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate uses oral and written language that students understand.
- Each candidate demonstrates an understanding of language development (oral, reading and written), and adjusts the complexity of his or her language to the linguistic abilities of the students in a class.
- Supervising teachers and institutional supervisors have judged each candidate's oral, written and non-verbal communications to be clear, concise, and coherent.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 29

Student Diagnosis, Achievement and Evaluation

Each candidate identifies students' prior attainments, achieves significant instructional objectives, and evaluates the achievements of the students in a class.

Rationale

Teachers must identify the needs of students in order to guide their learning and plan instruction in a class. Verification of a candidate's pedagogical skills, as reflected in Standards 23 through 28, must also be supplemented by evidence that he or she has successfully led the students in a class to attain instructional objectives, and that he or she has evaluated their achievements as a basis for further instructional planning.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate sets achievement criteria and communicates them clearly to his or her students and their parents.
- Each candidate uses appropriate ways to ascertain students' prior attainments related to the subject(s) that he or she is to teach.
- Each candidate demonstrates that the students in a class have learned one or more significant skills, ideas, values, or topics as a result of his or her teaching.
- Each candidate uses formal and informal methods to assess students' achievements, and is aware of the appropriate uses and limitations of assessment instruments.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 30

Cognitive Outcomes of Teaching

Each candidate improves the ability of students in a class to evaluate information, think analytically, and reach sound conclusions.

Rationale

Thinking abilities are essential for effective citizenship occupational success, personal fulfillment and success in school. They cut across the school curriculum; teachers of all subjects and grade levels must be able to foster students' thinking skills.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate effectively teaches the students in a class to evaluate and analyze a portion of the content that the students learn in the class.
- Each candidate selects instructional materials that challenge students to reason and reflect and to communicate their thoughts through writing, speaking, and other appropriate activities.
- Each candidate generates evidence that the critical thinking skills and/or problem solving abilities of the students in a class have improved as a result of his or her teaching.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 31

Effective Outcomes of Teaching

Each candidate fosters positive student attitudes toward the subjects learned, the students themselves, and their capacity to become independent learners.

Rationale

Community welfare depends partly on individual attitudes, for which schooling is partly responsible. Prospective teachers must be able to foster positive attitudes in students.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate seeks to motivate students' sense of purpose or importance regarding the instructional content of a class.
- Each candidate provides for and encourages independent learning experiences.
- Each candidate encourages positive interaction among students and provides an environment and activity that promotes self-esteem among students.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 32

Capacity to Teach Crossculturally

Each candidate demonstrates compatibility with, and ability to teach, students who are different from the candidate. The differences between students and the candidate should include ethnic, cultural, gender, linguistic, and socio-economic differences.

Rationale

A California teaching credential authorizes a person to teach in any public school throughout a state that is ethnically, culturally, linguistically, and socio-economically diverse. A teacher whose preparation occurs exclusively among pupils who are similar to the teacher is not well prepared to teach in California.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate fulfills Standards 23 through 31 while teaching students who are different from the candidate in ethnicity, culture, gender, language background, and socio-economic background.
- Each candidate exhibits understanding, appreciation, and sensitivity toward the cultural heritage, community values, and individual aspirations of the diverse students in a class.
- Each candidate encourages respect for human diversity through planned lessons and through personal interaction with students.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 33

Professional Obligations

Each candidate adheres to high standards of professional conduct, cooperates effectively with other adults in the school community, and develops professionally through self-assessment and collegial interactions with other members of the profession.

Rationale

Teachers have obligations as members of a profession and a school community. To develop professionally, they must analyze and assess their own practices, and engage in collegial relationships with other members of the profession, *and interact effectively with the parent community.*

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate exhibits intellectual integrity, serves students honestly, protects their privacy, respects their work, and sustains open discussion of ideas.
- Each candidate communicates effectively with administrators, teachers and parents, and participates in school meetings, parent conferences and other aspects of school life.
- *Candidates in Middle Level Emphasis Programs have opportunities to work with parents of young adolescents in activities such as formal and informal gatherings or workshops, home-learning programs, and direct parent contacts.*
- Each candidate grows as a new teacher by assessing his or her own progress, accepting professional advice, and considering constructive criticism.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 34

Determination of Candidate Competence

Prior to recommending each candidate for a teaching credential, one or more persons who are responsible for the program determine, on the basis of thorough documentation and written verification by at least one supervising teacher and one institutional supervisor, that the candidate has satisfied each Standard in Category V. The institution determines that each candidate has attained Standards 23 through 32 as they relate to the teaching of (a) subjects to be authorized by the credential, and (b) communication skills including reading.

Rationale

If the completion of a professional preparation program is to constitute a mark of professional competence, as the law suggests, responsible members of the program staff must carefully and systematically document and determine that the candidate has fulfilled the standards of professional competence. Such determinations must be made with regard to the teaching of authorized subjects and the teaching of communication skills, because public school students will eventually depend on candidates to teach both of these effectively.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- There is a systematic summative assessment by at least one supervising teacher and one institutional supervisor of each student teacher's performance that encompasses the Standards in Category V, and that is based on documented procedures or instruments that are clear, fair, and effective.
- The institution documents each candidate's attainment of Standards 23 through 32 as they relate to the teaching of subjects to be authorized by the credential and communication skills including reading.
- One or more persons who are responsible for the program decide to recommend candidates for credentials on the basis of all available information of each candidate's competence and performance.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Preconditions for the Approval of Teacher Education Programs for Multiple and Single Subject Credentials

Most associations that accredit postsecondary institutions establish "preconditions" to accreditation. So do most licensing agencies that approve professional preparation programs, or that accredit professional schools. Preconditions are requirements that must be met in order for an accrediting association or licensing agency to consider accrediting an institution or approving its programs or schools. Preconditions determine an institution's eligibility; the actual approval or accreditation of programs, schools or institutions is based on standards adopted by the association or licensing agency.

There are two categories of preconditions: (1) those established by State laws such as limitations on the length of professional preparation programs; and (2) those established by Commission policy such as the requirement that the sponsoring institution be fully accredited by the Western Association of Schools and Colleges (WASC). The preconditions were approved by the Commission in November 1986. Institutions that intend to offer approved programs must provide a response to each precondition. Some preconditions may require a relatively brief response; others require a detailed and thorough response. For example, a response to Precondition 10 should include a list of faculty members who will be required to participate in the public schools, and a three-year schedule explaining where each will be expected to perform this responsibility.

Preconditions Established by State Laws

Each program of professional preparation that leads to the issuance of Multiple or Single Subject Teaching Credentials shall adhere continually to the following requirements of California State laws.

- (1) In each program of professional preparation for Multiple or Single Subject Teaching Credentials, the combination of courses that all candidates are required to complete (including required courses that involve student teaching or other field experiences) shall be equivalent to one year or less of full-time undergraduate study at the institution. This restriction does not apply to courses that individual candidates may be required by the institution to complete in order to achieve the competence and performance standards of the Commission, provided that such requirements are based on an individual assessment of the candidate's competence and performance in relation to the adopted standards. Statutory basis: Education Code Section 44203(e).
- (2) In each program of professional preparation for Multiple or Single Subject Teaching Credentials, required courses that involve student teaching or other field experiences shall comprise at least one-half of the required coursework. Required contact hours in student teaching and other field experiences shall be equal to required contact hours in academic courses or modules in the program. Statutory basis: Education Code Section 44203(e).
- (3) Each program of professional preparation for Multiple or Single Subject Teaching Credentials shall include the equivalent of nine or more semester units of professional education courses. "Professional education courses" are courses (a) candidates predominantly study and practice ways of teaching classes and organizing curricula in elementary or secondary schools; or (b) candidates predominantly study concepts, information or principles that are presented as bases for effective school practices and that are presented especially for candidates to learn as prospective teachers. Statutory basis: Education Code Section 44203(d).
- (4) In each program of professional preparation for Multiple or Single Subject Teaching Credentials, required field experiences shall be equivalent (in contact hours and academic credit) to one semester of full-time study. Statutory basis: Education Code Section 44203(d).
- (5) In each program of professional preparation for Multiple or Single Subject Teaching Credentials, the college or university requires candidates to demonstrate knowledge of alternative methods of reading instruction. The college or university may exempt from this requirement any candidate who has passed an examination in methods of reading instruction that has been approved by the Commission. Statutory basis: Education Code Section 44259(e).

- (6) No college or university shall require candidates to complete more than the equivalent of nine semester units of professional education courses prior to allowing candidates to assume daily teaching responsibilities in elementary or secondary schools for credit toward satisfaction of the student teaching requirement. This restriction may be increased to the equivalent of twelve semester units if the professional education courses include study of alternative methods of reading instruction. This restriction applies to the combination of professional education courses that are prerequisite to supervised teaching, including professional education courses that are prerequisite to admission to a Multiple or Single Subject Teaching Credential program. "Professional education courses" are defined in precondition (3). Statutory basis: Education Code Section 44320(a).
- (7) No campus of the California State University or the University of California shall deny an application for admission to a program of professional preparation leading to Multiple or Single Subject Teaching Credentials solely because the applicant does not possess a baccalaureate degree. this prohibition does not mean that a public institution must make it possible for a candidate to complete all requirements for a baccalaureate degree and a preliminary credential in four years of full-time study or the equivalent. Statutory basis: Education Code Section 44320(a).
- (8) A college or university that operates a program of professional preparation for Multiple or Single Subject Teaching Credentials shall require each California resident who applies for program admission to take the California Basic Educational Skills Test. The institution shall require each out-of-state applicant to take this test no later than the second available administration date following the applicant's enrollment in the program. In either case, the institution shall use the results of the test to ensure that each admitted candidate receives appropriate academic assistance to prepare the candidate to pass the test. Statutory basis: Education Code Section 44252(f).
- (9) A college or university that operates a program of professional preparation for Multiple or Single Subject Teaching Credentials shall not allow a candidate to assume daily teaching responsibilities until the candidate obtains a certificate of clearance from the Commission which verifies the candidate's personal identification. Statutory basis: Education Code Section 44320(b).
- (10) Each faculty member who regularly teaches one or more courses relating to instructional methods in a program of professional preparation for Multiple or Single Subject Teaching Credentials, or one or more courses in an Administrative Services Credential program, shall actively participate in public elementary or secondary schools and classrooms at least once every three academic years. Statutory basis: Education Code Section 44227.5(b).

Preconditions Established by the Commission

Pursuant to Education Code Section 44227(a), each program of professional preparation shall adhere to the following requirements of the Commission.

- (11) To be granted preliminary approval or continued approval by the Commission as a program of professional preparation, the program must be proposed and operated by an institution that (a) is fully accredited by the Western Association of Schools and Colleges; and (b) grants baccalaureate academic credit or postbaccalaureate academic credit, or both.
- (12) To be granted preliminary approval or continued approval by the Commission, a program of professional preparation must be proposed and operated by an institution that makes all personnel decisions without considering differences due to gender considerations or other constitutionally or legally prohibited considerations. These decisions include decisions regarding the admission, retention or graduation of students, and decisions regarding the employment, retention or promotion of employees.
- (13) To be granted preliminary approval by the Commission as a program of professional preparation, the program proposal must include a demonstration of the need for the program in the region in which it will be operated. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that one or more school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.
- (14) To be granted preliminary approval by the Commission as a program of professional preparation, the program proposal must include verification that practitioners in the credential category have participated actively in the design and development of the program's philosophical orientation, educational goals, and content emphases.
- (15) To be granted preliminary approval by the Commission as a program of professional preparation, the program proposal must (a) demonstrate that the program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the commission, and (b) include assurances that (b1) the institution will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within four years of the initial enrollment of candidates in the program, and (b2) that the institution will respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission.
- (16) To be granted continued approval by the Commission as a program of professional preparation, the institution must respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission.